



## WILLIAM S SANDEL ELEMENTARY

2700 Seminole Rd.  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	540 Students	
<b>Principal</b>	Fae M. Young	803-731-8906
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Below Average</b>
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

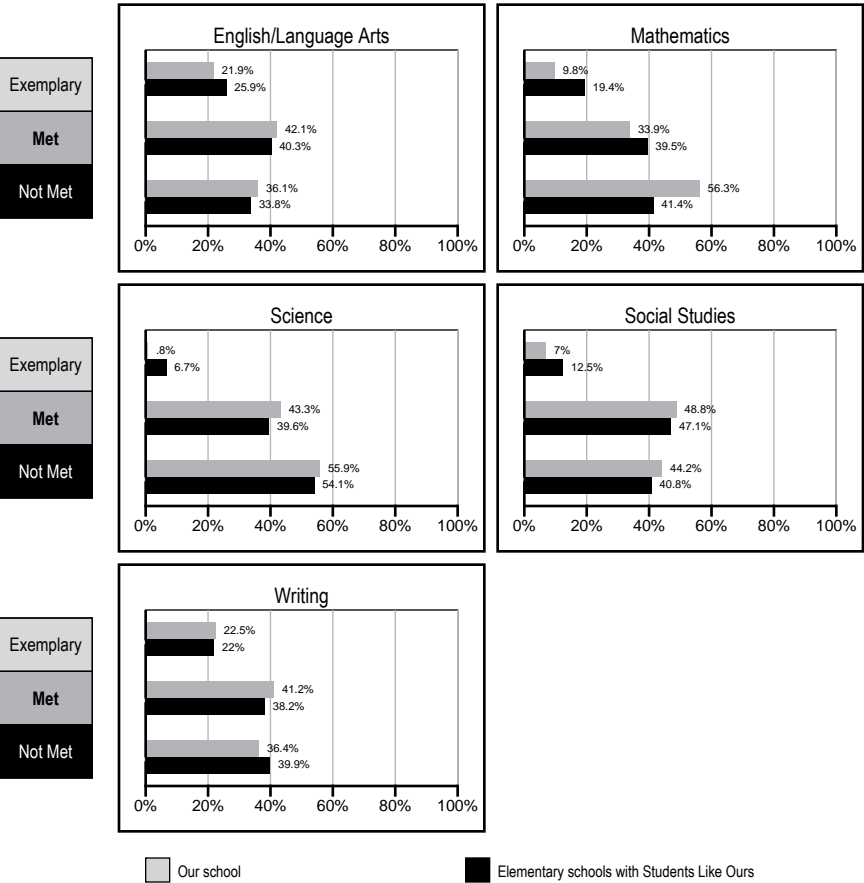
91.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	99	55	23

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=540)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 3.9%	1.5%	1.2%
Attendance rate	95.6%	Down from 95.8%	95.8%	96.1%
Eligible for gifted and talented	4.3%	Down from 4.6%	4.9%	11.7%
With disabilities other than speech	9.4%	Up from 8.8%	8.4%	8.0%
Older than usual for grade	0.8%	Up from 0.5%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.2%	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	68.6%	Down from 75.0%	59.8%	60.5%
Continuing contract teachers	82.9%	Up from 66.7%	80.2%	84.6%
Teachers with emergency or provisional certificates	3.3%	Up from 3.0%	0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 87.1%	84.3%	87.0%
Teacher attendance rate	93.8%	Up from 93.7%	95.4%	95.4%
Average teacher salary*	\$51,786	Up 4.9%	\$45,280	\$47,288
Professional development days/teacher	8.8 days	Down from 11.8 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	10.0	Down from 11.0	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 20.8 to 1	17.5 to 1	19.2 to 1
Prime instructional time	88.5%	Up from 87.6%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,059	Up 9.8%	\$8,408	\$7,548
Percent of expenditures for instruction**	82.2%	Up from 81.8%	68.1%	68.7%
Percent of expenditures for teacher salaries**	74.2%	Down from 79.3%	62.9%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

W. S. Sandel Elementary takes pride in making AYP for the 2008-2009 school year. We celebrate cultural diversity in our population of 543 students with 6 different ethnic groups. In keeping with NCLB, 100% of the instructional staff is highly qualified in their areas of instruction. Of the 15 instructional assistants, 12 have associates or bachelor degrees, and of the 37 certified teachers, 10 are National Board certified.

We share the district's mission, vision, and purpose, which are all centered on student achievement. Our intense focus is on all the components of literacy and the improvement of number sense in mathematics. The process used to monitor instructional delivery and student learning includes the Cycle of Continuous Improvement, Data Teams, and Literacy Teams. We utilize district benchmark results MAP assessment and PASS data to determine the instructional needs of the students in grades 3-5. Terra Nova, InView, Dominie, and the district Math Assessment are used to determine the instructional needs of students in grades K-2. To assist with addressing gaps in the curriculum and to identify students and their skill levels, TargetTeach provides five steps to curriculum alignment that include strategies, resources, tasks, and reports. Response to Intervention is another process used to address the different levels of student performance. MAP testing and the STAR Inventory are the key assessment tools used to monitor students' progress. Results from these assessments are used to determine students' gains in ELA, math, social studies, and science.

Other programs designed to assist students are the after-school tutorial program and the SuccessMaker Lab for grades 3-5. Accelerated Reading and Math are computer-assisted programs utilized to provide students with individual levels of practice in the core subject areas. SCE&G sponsors the Homework Center and remediation support for students in grades 2 and 3 who do not qualify for the district's after-school tutorial program. A district-funded reading teacher provided direct support to teachers and provided instructional strategies that targeted struggling students. Our reading teacher also provided instruction to targeted students in one to one and small group instruction utilizing SIPPS and Making Meaning Programs.

Our ESOL program focuses on language acquisition for our non-to-limited English speaking students. The early childhood program used to develop PreK and Kindergarten skills is Break Through to Literacy. Our parent educator provides an outreach program for parents of PreK and kindergarteners. Ideas and strategies are shared with our parents on a monthly basis during Books and Breakfast sessions. The Character Education Program is embedded in the curriculum and is a means to foster the development of ethical, responsible, and respectful young people. D.A.R.E. drug awareness program is taught to our fifth graders and G.R.E.A.T., a gang awareness program is taught to our fourth graders by the School Resource Officer.

We continue to support programs and initiatives that will promote and increase parent involvement in our learning community. We believe that together we can accomplish the school and district goals to ensure our students a promising future.

Wanda D. Jones, SIC Chairperson

Fae M. Young Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	55	25
Percent satisfied with learning environment	91.4%	81.8%	76.0%
Percent satisfied with social and physical environment	97.1%	72.7%	84.0%
Percent satisfied with school-home relations	67.6%	89.1%	73.9%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 15 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	231	100	35.4	41.5	23.1	77.9	78.2	83.5	Yes	Yes
<b>Gender</b>										
Male	113	100	43.9	33.7	22.4	74.5	74.7	80.1	N/A	N/A
Female	118	100	26.8	49.5	23.7	81.4	81.6	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	205	100	34.6	42.3	23.1	79.1	74.2	74.6	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	84.2	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	69.2	17.9	12.8	64.1	45.3	51.7	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	18	100	I/S	I/S	I/S	I/S	77.9	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	197	100	37.2	41.5	21.3	76.8	73.1	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	231	100	55.9	34.4	9.7	67.2	72	80.4	Yes	Yes
<b>Gender</b>										
Male	113	100	56.1	34.7	9.2	64.3	70.3	78.4	N/A	N/A
Female	118	100	55.7	34	10.3	70.1	73.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	205	100	54.9	35.7	9.3	67.6	67	69.3	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	88.4	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	82.1	15.4	2.6	51.3	34.8	46.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	18	100	I/S	I/S	I/S	I/S	80	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	197	100	57.3	32.3	10.4	67.1	65.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	160	99.4	55.2	42.5	2.2	44.8	56.5	67.3
<b>Gender</b>								
Male	76	100	57.6	37.9	4.5	42.4	56.1	66.9
Female	84	98.8	N/A	N/A	N/A	47.1	56.8	67.7
<b>Racial/Ethnic Group</b>								
White	5	I/S	I/S	I/S	I/S	I/S	86.3	79.6
African American	142	100	54.5	43.1	2.4	45.5	48.2	49.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	76.2	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	27	96.3	80	12	8	20	23.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	11	90.9	I/S	I/S	I/S	I/S	62.7	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	142	99.3	59	39.3	1.7	41	46.5	55.4

<b>Social Studies</b>								
All Students	163	97.6	46	47.5	6.5	54	64	70.9
<b>Gender</b>								
Male	80	97.5	48.5	44.1	7.4	51.5	61.9	70.1
Female	83	97.6	43.7	50.7	5.6	56.3	66.1	71.7
<b>Racial/Ethnic Group</b>								
White	3	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	147	98	44.6	48.5	6.9	55.4	57.7	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	82.1	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	31	90.3	N/A	N/A	N/A	18.5	31.7	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	65.2	68
<b>Socio-Economic Status</b>								
Subsidized meals	134	97.8	46.5	48.2	5.3	53.5	56.5	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	227	94.7	35.8	41.7	22.5	64.2	63.4	72.1	95.6	95.9
Gender										
Male	111	92.8	40.9	36.6	22.6	59.1	56.3	65.2	95.4	95.7
Female	116	96.6	30.9	46.8	22.3	69.1	70.4	79.2	95.7	96.1
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	86.2	80.8	92.1	96
African American	201	94.5	34.9	42.9	22.3	65.1	57.3	59.7	95.6	95.9
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	81.1	87	96.6	96.2
Hispanic	7	I/S	I/S	I/S	I/S	I/S	62.9	64.6	96.3	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	82.8	93.4
Disability Status										
Disabled	39	71.8	N/AV	N/AV	N/AV	14.3	21.1	27.7	94.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	I/S	I/S	I/S	I/S	60.7	63.7	96.8	96.3
Socio-Economic Status										
Subsidized meals	189	95.2	36.8	40	23.2	63.2	55.2	61.9	95.6	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	86	100	13.5	51.4	35.1	86.5
	4	59	100	23.5	52.9	23.5	76.5
	5	77	96.1	21.5	50.8	27.7	78.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	72	100	29.5	36.1	34.4	70.5
	4	92	100	35.9	50	14.1	64.1
	5	66	100	41.8	34.5	23.6	58.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	86	100	48.6	43.2	8.1	51.4
	4	59	100	25.5	56.9	17.6	74.5
	5	77	97.4	47	45.5	7.6	53
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	72	100	60.7	23	16.4	39.3
	4	92	100	52.6	42.3	5.1	47.4
	5	66	100	54.5	36.4	9.1	45.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	42	100	60	20	20	40
	4	59	100	44.2	42.3	13.5	55.8
	5	38	97.4	64.7	32.4	2.9	35.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	35	100	65.5	31	3.4	34.5
	4	92	100	48.1	49.4	2.5	51.9
	5	32	100	N/A	N/A	N/A	34.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	44	97.7	32.5	62.5	5	67.5
	4	59	100	17.6	66.7	15.7	82.4
	5	37	100	51.5	45.5	3	48.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	37	94.6	48.4	41.9	9.7	51.6
	4	92	100	41.8	51.9	6.3	58.2
	5	34	94.1	55.2	41.4	3.4	44.8
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	91	89	38.6	41.4	20	61.4
	4	58	96.6	40	38	22	60
	5	79	87.3	28.8	47.5	23.7	71.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	71	97.2	29.5	42.6	27.9	70.5
	4	93	92.5	43.2	41.9	14.9	56.8
	5	63	95.2	32.7	40.4	26.9	67.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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